

5 Text Types (also linked to author purpose)

In the reading and writing literacy standards, you will be expected to know about different kinds of texts. For some, you will read extracts and answer questions to show your understanding. For others, you will be asked to write in the style of that text type to show that you have an understanding of the skills needed. Many of these texts are listed below.

Some common types of texts are :

Explanation Text

explains an issue, idea or why something exists or has happened

Narrative Text

a story, often made up, with characters, a setting and ordered events

Persuasive Article

presents an argument to get you to think in a certain way or to do something

Instructional Text

gives step-by-step instructions on how to do or make something

Review Text

gives a detailed assessment or judgement of how worthwhile something is

Recount Text

describes a record of a personal event or recalls something from a memory

Personal Letter

a greeting to someone and often a casual account of something in your life

Essay

a structured, developed account of an issue, that presents your view on that issue, with a three-part structure (introduction, developed middle, conclusion)

Formal Letter

a serious, impersonal request or account, often to someone you don't know well

Report

a researched, developed and factual account of something with the ideas ordered

Writing

A Complete the Table

- 1 During the year, you will be required to write on ideas using some of the text types. Below is a little exercise to help you think about purpose and what type of text would be more appropriate than other text types.

Complete the table below.

Match column **A** (specific example) with column **B** (text type on previous page) and column **C** main purpose (P-I-E).

	A. Specific Writing Example	B. Text Type	C. Persuade/Inform/Entertain
a)	An account of a minor accident that happened to you while on holiday.		
b)	A piece of writing about your ideas why national parks are important.		
c)	A fairytale.		
d)	A short-written piece to the council mayor on why there should be more cycle-ways.		
e)	How to make a spicy pizza.		
f)	The life cycle of the monarch butterfly.		
g)	Your first day at kura or primary school.		
h)	An account of school camp to your cousin.		
i)	The dog that could fly.		
j)	An account of the <i>Six60</i> concert you went to.		
k)	Breakfast, the most important meal.		
l)	All about frogs.		
m)	Why cats make the best pets.		
n)	You are in charge of publicity for your Year 10 Enterprise group's cake stall.		
o)	You are applying for a part-time job in the local supermarket.		

Many text types have a special order of how the writing and ideas are set out. That is called structure. The most common text structure is:

The **INTRODUCTION**

The **MIDDLE** or **BODY**

The **CONCLUSION**

Each part of the structure has a specific function

The **Introduction**



States the topic in a sentence (topic or main sentence).
 Outlines 2 – 3 central ideas around the topic to be developed.
 Shows the writer's viewpoint (position) towards topic.
 Contains an opening 'hook' to get attention.

The **Middle or Body**



Explains each central idea.
 Each central idea stated in a main sentence.
 Uses evidence, examples, supporting detail to explain.
 Each central idea contained in its own paragraph.
 Usually 2-3-4 paragraphs

The **Conclusion**



Sums up the central or main ideas (no new ideas)
 Re-states the topic.
 Often ends on a positive or dramatic note.

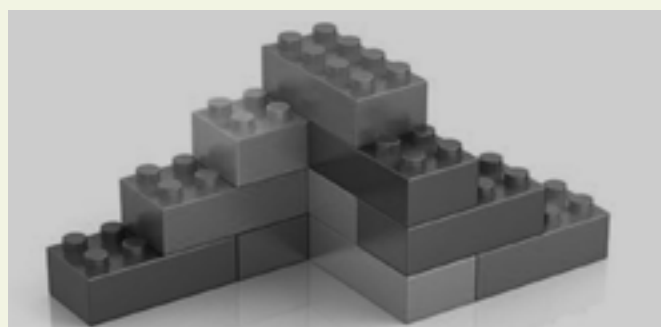
Not all texts have this structure. **Narrative** and **Recount** types are often different, as are **Casual Letters**.

Sometimes Narrative texts (stories) might not have a clear ending, and let the reader decide what happens next. Or some might have a **climax** in the ending.

In many traditional **Narrative** texts, the introduction or **Exposition** establishes the setting, characters and an important event. This followed a **Complication** (a problem is introduced), which leads to **Rising Action** as the events become more tense. Then the **Climax** (most exciting part) is near the end of the text followed by the **Resolution** (The conflict is sorted out - resolved - and the story ends.).

If possible, explore several types of texts and note what order or structure each has. Does it follow the 'classic' structure above or is there a different structure?

If it's different, why do you think this might be? How do you think this might be part of the writer's purpose?



Writing

In the READING section are some general notes on structure, and how sometimes this is important in understanding a writer's purpose.

When you write your own texts, you will need to think about your own structure and how this will help your reader understand your purpose.

There is one other important writing skill that you will need to explore in your writing. That is the PARAGRAPH. Paragraphs also have a structure and for most text types have three parts. There are many **acronyms** used for teaching paragraph writing. Your teacher may have a favourite or you may already be using one.

Among the most frequent and easily remembered acronyms are these :

PEE	(main) Point, Evidence, Explanation
SEE	Statement, Explanation, Example*
MSE	Main idea, Supporting statement(s), Example
PEQ (said like "pec")	(main) Point, Elaboration, Quote

* some types of paragraph structure for particular writing (for example, in Science) often have SEED (Statement / Explanation / Evidence/ Diagram)

It doesn't matter which one you use, or whether you use a combination of these. Most paragraphs often start with a topic sentence (the one sentence that makes the main point, states the main idea). This is the first letter in the acronyms above. Then the supporting details, evidence, explanations, examples follow this.

A Paragraph Writing Activity

- Here's a paragraph. Decide on one of the acronyms (or use your own) and highlight in different colours or label the three parts. In the last column annotate the parts of your acronym.

Paragraph	Annotation (M-S-E)
In teenage life, friends play a critical role. You could say they're like stars guiding us through the dark night. Friends are not just companions; they are the ones who understand our struggles, share our laughter, and support us when we stumble. Their significance goes beyond the fun moments and inside jokes; they contribute to our personal growth. Friends provide a sense of belonging and comfort, creating a safe space where we can be ourselves without judgment. Some of our best friendships are formed in sports teams, in clubs where we share hobbies and interests, and at times when we share a challenge that we have overcome. Other times it's as simple as giving a smile and saying something kind.	

23 Proper Nouns

A **proper noun** is the name of an actual person or place. Proper nouns are used for anything that has its own individual name. The names of all people, places, days, months, books, TV programmes and movies are proper nouns. It is easy to recognise proper nouns because they all start with *capital* letters.

Examples : People : *Peter Jackson Jane Smith* Places : *Piha Te Awamutu*
 Days : *Monday Thursday* Months : *July November*

Some nouns can be BOTH a common noun AND a proper noun at different times, depending on how they are used.

The word *aunty* can be a common noun if it is used to mean a relation. *Nearly all of us have an aunty or an uncle.*
 The word *aunty* can be a proper noun if it is used to mean an actual aunty. *We went to the movies with Aunty Jenny.*

A Begin with Capitals

- Fill in the spaces with proper nouns of your choice.
 - a Christian name
 - a surname
 - a day of the week
 - a month of the year
 - an ocean
 - a planet
 - a country
 - a TV programme
 - a continent
 - a language

B World Famous in New Zealand

- Rewrite each sentence using capitals where required.
 - a) wellington is the capital city of new zealand.

 - b) The moeraki boulders in the south island of new zealand are an interesting phenomenon.

 - c) mount maunganui's māori name is mauao.

C Natural Wonders

- Use the proper nouns in the box to fill in the spaces left in the paragraph.

Taupō	Waikato River	Huka Falls
-------	---------------	------------

The waterfall with the greatest volume of water is the near where the drops eight metres over a distance of 230 metres before being forced into a narrow channel above the eleven-metre fall.

- Write a sentence or two describing an interesting place or natural wonder you have seen. It can be anywhere in the world. Circle the proper nouns you use.

.....



A **verb** is a word(s) that tells what someone or something does. A verb is often called a *doing* word because it tells what action is being done.

Examples : *The marathon runner **passed** the halfway mark.* *The lion **was feasting** on the zebra.*

In the first sentence *passed* is the verb because it tells us what the runner has done. In the second sentence *was feasting* is the verb because it tells us what the lion does.

A Various Verbs

- 1 Underline the verb in these short sentences.
 - a) The rugby player leapt for the ball.
 - b) Several swimmers dived under the wave.
 - c) The climber reached for the next handhold.
 - d) An old lady staggered along the path.
 - e) Three pigeons ate miro berries.
 - f) The All Blacks won their game.
 - g) A dog was running towards me.
 - h) The farmer dug a row of post-holes.
 - i) Dillon threw the shotput today.
 - j) The class were planting trees on Arbor Day.
 - k) Skateboarders met at the park for a competition.
 - l) During the storm, waves reached massive heights.

B Fantail Followers

- 1 Underline the verbs in this paragraph.

Jamie moved quietly along the bush track. It was important to walk as silently as possible. The fantails fluttered behind him searching for insects that were disturbed by his passing. The birds feasted unhindered and began to follow him fearlessly. To the fantails, trampers provide a moving banquet for them to enjoy.



C Valuable Verbs

- 1 Write five sentences of your own and underline the verb(s) in each one.

- a)
- b)
- c)
- d)
- e)

An **apostrophe** (') can also be used to show that an object has one owner or more than one owner. This is shown by placing the apostrophe either before or after the *s*. To decide whether the apostrophe comes before or after the *s*, ask yourself 'who owns this object?' If the sentence indicates *one owner*, the apostrophe comes before the *s*. When there is *more than one owner*, the apostrophe is placed after the *s*.

Examples : *The cat's tail was fluffy.* The *tail* (singular) is owned by the *cat* (one cat), therefore the apostrophe comes before the *s*.
 The cats' tails were fluffy. The *tails* (plural) are owned by the *cats* (more than one cat), therefore the apostrophe comes after the *s*.

An exception : When the plural does not end in *_s*, then we must put the apostrophe before the *s*. Example : *Women's hats*.

A Show Possession

1 Rearrange these phrases and use an apostrophe to show possession. One is done for you.

a) the horse belonging to the farmer
the farmer's horse

b) the garden belonging to the old man

c) the leaves of the trees

d) the windscreen of the car

e) the wheels of the trucks



f) the collars of the dogs

g) the legs of the spider

h) the nest of the wasps

i) the dresses belonging to the ladies

B Plural Possession

1 Rearrange these using an apostrophe.

a) the hospital for children

b) the club for tennis players

c) the enclosure for sheep

2 Place an apostrophe in the appropriate place to show plural possession.

a) T h e c o w s p a d d o c k w a s m u d d y .

b) T h e c h i l d r e n s t o y s w e r e l y i n g a b o u t .

c) A m y d r e w t h e b u t t e r f l i e s w i n g s .

d) T h e m e n s s h o e s l o o k e d e x p e n s i v e .

3 Express each of the following by making a sign using only two words. One is done for you.

a) the office of the principal **Principal's Office**

b) the library for children

c) the ward for women

d) hairdresser for men

e) hospital for pets

A **synonym** has the same or nearly the same meaning as another word. When writing or speaking it is useful to know a variety of words that have similar meanings so you can avoid repetition in your writing. A Thesaurus is a dictionary of synonyms.

Examples : *study - learn, read, search* *jump - leap, hop, skip, bound, vault*

Even though synonyms are similar, no two words are exactly alike. They may have slightly different meanings.

Example : *cold - of or at a low temperature* *chilly - unpleasantly cold*

A Adding Two

1 Write two words that are synonyms of the first word.

- a) genuine
- b) incomplete
- c) ramble
- d) sever
- e) tranquil

2 Write two words that are simpler than these words.

- a) velocity
- b) avaricious
- c) exhibition
- d) fiasco
- e) clandestine

B Making Choices

1 Cross out the odd word in each group.

- a) tired weary exhausted happy
- b) vibrate quiver wriggle shiver
- c) ample imitate copy reproduce
- d) gaunt emaciated massive thin
- e) surly grotesque irritable sullen

2 Circle the synonym that has the strongest meaning.

- a) painful distressing agonising unpleasant
- b) monstrous dreadful awful horrible
- c) whining discontented querulous cross
- d) disgusting shocking repulsive vile
- e) staunch resolute constant faithful

C Clever Clogs

1 If we look up the word *clever* in a Thesaurus we find a range of synonyms including the seven words listed below. Use your dictionary to help you write a brief definition of each word. Try to show the slight differences between each word. Because words may have more than one meaning, choose the one that relates to *clever*.

Word	Dictionary Meaning
clever	quick to understand, learn and devise or apply ideas
able
talented
dexterous
ingenious
skilful
capable
gifted

A **prefix** is one or two syllables added to the start of a word to alter its meaning. Prefixes have a meaning of their own. Some prefixes change a word to its opposite meaning.

Example : prefix : *sub* meaning *under* *submerge* - *put under water*
 prefix : *un* meaning *not* *unhappy* - *not happy*

A Before the Word

1 Write a word for each prefix.

Prefix	Meaning	Word
a) circum-	round	.....
b) contra-	against	.....
c) fore-	in front	.....
d) in-	not	.....
e) inter-	between	.....
f) post-	after	.....
g) sub-	under	.....
h) pre-	before	.....
i) un-	not	.....
j) vice-	deputy	.....

B Not One, But Two!

1 The prefix *bi-* means *two*. Write five words that begin with *bi-* and write brief sentences using each word.

- a)
- b)
- c)
- d)
- e)

C Meanings Only

1 All these words have prefixes. State the meaning of each word.

- a) *mismanage*
- b) *rewrite*
- c) *nonsense*
- d) *inexpensive*
- e) *trantastan*
- f) *return*

D Pick a Prefix

1 Add a prefix to each word to change its meaning. You can use a prefix more than once if you wish to.

dis- im- un- fore- mis- in- ex- sub- re- ir- inter-

.....appearance accurate belief pleasant lead cycle marine regular port national legal cast prison

Remember the questions to ask yourself before starting to write?

- What's the purpose?
- How will I set it out?
- What do I know about the topic already?
- What's my topic?
- Who am I writing for?
- What's the text type?
- What style of language features?

A Planning for Writing - Example 1

Here is a writing task similar to one that has been used in the external Writing Standard assessment.

Task : Write an article for a teenage magazine on the role of playing sport.

So before starting you need to think about the following questions and answers:

Purpose : Persuade (main), Inform

Text type : magazine article

How set out : like a structured essay

Audience : other teenagers

Language style : opinions, informative statements, personal pronouns, some teenage slang/everyday language.


What **viewpoint** will you take? For or against sport in teenagers' lives?

A strategy to plan and get started

Here's an example

- Brainstorm and write down **all the ideas** you can think of about the topic. If you can write **ideas for and against** the topic.
- List the ideas under the two heading 'for' and 'against'.
- Decide** which 'side' you will use. Highlight or tick this side.
- Number** the ideas in order of importance. (For the side you have chosen).

- Decide if you are going to include any ideas against your arguments (that is, write a **balanced essay**). Usually it's best to write on one side.
- Now decide how **many main** ideas you will use. Usually **3-4** is enough.
- The main ideas 1-2-3-4 you have selected will be developed in the **middle paragraphs**. Each will be the main idea for a **structured paragraph**.
- The main ideas selected will be written in **the introduction paragraph**, in that order - but not developed at all.

Topic : 'Role of sport in teenagers' lives'		
Number of Importance	Ideas 'for' topic 	Ideas 'against' topic
3=	Good for fitness - physical	Cost – may not be able afford
1	Develop life skills	Take up too much time
1=	Self-discipline	Gets in way other activities
1=	Time management	May get hurt
4	Good for mental stress – endorphin rush	Friends may not play
2=	Build teamwork	
3=	Build skills co-ordination	
	Sense of identity	
2=	Fun	
	Sense of pride	
2=	Make friends	
3=	Leave screens (phones, devices)	

You are now ready to plan out the essay more fully, noting reasons to support and develop the three main ideas ('proof/evidence').

I have taken the "yes" side. The main ideas I will develop on this side are #1, #2, #3 #4

I now need to present my 'evidence' so I can develop each of my main ideas - as a structured paragraph (See page 8 Writing Structure of texts).

I need 2 –3 reasons/details to support each main idea. I will used the **M-S-E** structure for each idea.

- #1 Self discipline - teaches be focused, time management, practices - skills for future
- #2 Teamwork - communication, friendship, fun
- #3 Physical health - break away from screens, build muscles, fitness, advantages later life
- #4 Mental health - get rid stress, channel energy, endorphin rush

Page 6 - Text Types

- A1 a) Explanation text, Inform
- b) Essay/Persuasive article Persuade
- c) Narrative text Entertain
- d) Formal letter Persuade
- e) Instructional text Inform
- f) Report Inform
- g) Recount text Inform/Entertain
(could be a personal letter)
- h) Personal letter Inform
- i) Narrative text Entertain
- j) Review text Persuade
- k) Persuasive article Persuade
- l) Report Inform
- m) Persuasive article Persuade
- n) Persuasive article Persuade
- o) Formal letter Persuade

Page 8 - Structure of Texts

A1	Paragraph	Annotation (M-S-E)
	In teenage life, friends play a critical role. You could say they're like stars guiding us through the dark night. Friends are not just companions; they are the ones who understand our struggles, share our laughter, and support us when we stumble. Their significance goes beyond the fun moments and inside jokes; they contribute to our personal growth. Friends provide a sense of belonging and comfort, creating a safe space where we can be ourselves without judgment.	Main idea
	Some of our best friendships are formed in sports teams, in clubs where we share hobbies and interests, and at times when we share a challenge that we have overcome. Other times it's as simple as giving a smile and saying something kind.	Supporting statements
		Examples



Page 12 - Author Point-of-view

A1	Text	N	O
	So, I've been thinking a lot lately, and I reckon it's time to add a new member to our family – a dog!		O
	Dogs are not just pets; they're like furry friends who bring so much joy and love into our lives.		O
	Plus, they're super loyal and great companions.		O
	I've done some research, and I promise to take on the responsibility of taking care of the dog – feeding, walks, and all that stuff.	N	
	Having a dog will also encourage me to be more active and responsible.		O
	I've even looked into some local shelters, and there are plenty of dogs in need of a loving home.	N	
	There were 21 dogs and puppies needing a home when I checked the two SPCA sites yesterday.	N	
	I reckon it's a win-win situation for all of us.		O

Page 22 - Common Nouns 1

- A1 Animal - penguin, whale, jaguar, lizard
Person - adult, nephew, visitor, ancestor
Place - bus stop, hall, beach, lounge
Thing - belt, wind, crossword, fern
- B1 a) camera, table b) bag, doorstep
c) cat, tabby d) road, mountains
e) firemen, flames
- B2 Student's own answers.
- C1 a) i) armour worn by knights etc.
ii) letters and parcels sent out by post
b) i) horny or bony plates on fish or reptiles
ii) an instrument for weighing
c) i) a queue, a line between other lines
ii) a brawl, a quarrel
d) i) the sharp explosive cry of a dog, fox or seal
ii) the tough protective outer sheath of the trunk of a tree
e) i) a small piece of shaped metal to insert in a lock
ii) a lever pressed by a finger to play an instrument such as a piano or organ



Page 23 - Proper Nouns

- A1 Student's own answers.
- B1 a) Wellington is the capital city of New Zealand.
b) The Moeraki Boulders in the South Island of New Zealand are an interesting phenomenon.
c) Mount Maunganui's Māori name is Mauao.
- C1 a) Huka Falls, Taupō, Waikato River
- C2 Student's own answers.

Page 24 - Abstract Nouns

- A1 a) determination b) anger
c) jealousy d) suspicion
e) satisfaction
- B1 a) friendship b) childhood
c) tiredness d) freedom
e) manhood f) kindness
g) boredom
- C1 Circled abstract nouns - sense, fear, age, courage, determination, excitement
Underlined common nouns - rock, swimming hole, water, children, dad, edge

Page 25 - Collective Nouns

- A1 a) pack b) litter c) class / assembly
d) platoon / army e) band / orchestra
f) carton g) bundle h) flight i) volley
j) herd / zoo / menagerie
- B1 a) queue b) batch c) audience d) troop
e) pride f) family
- C1 Circled collective nouns - fleet, town, crews, bundles, handfuls
- C2 a) fleet - a group of ships sailing together
b) crews - a group of people who work on a ship
c) bundles - a collection of things tied or wrapped together
d) handfuls - a quantity that fits in the hand
e) town - a build up area larger than a village

Page 26 - Pronouns

- A1 b) its → donkey c) she → Teresa
d) mine → James e) their → children
- A2 Student's own answers.
- B1 their, I, we, she, they, he, you, who, it, me, him, her, us, them, ours, mine, his, my, your, theirs, whom, our, whose, yours
- B2 Student's own answers.
- C1 Circled pronouns - I, I, They, we, We, I, I, you, you

Page 27 - Relative Pronouns

- A1 a) who b) that / which
c) which / that d) which / that
e) who / that f) whom
- B1 a) ship b) shells c) volcano d) farmer
e) tractor
- C1 a) He who pays the piper calls the tune.
b) It's a long road that has no turning.
c) It's an ill wind that blows nobody any good.

Page 28 - Adjectives

- A1 Examples only - student's own answers.
a) old b) sandy c) floral
d) comfortable e) winding
- A2 student's own answers
- B1 b) Chinese c) Tongan d) Australian e) French
- B2 Student's own answers.
- C1 a) brilliant, red, colour
b) boneless, limbless, underground creature
c) hard, golden, native wood
d) broad, flat, blade for mixing
e) plastic, inflatable, floating mattress
f) long-winged, web-footed, seabird

Page 29 - Comparative Adjectives

- A1 a) sadder b) shorter c) lonelier d) hotter
e) slimmer f) wetter g) daintier h) later
i) swifter
- B1 Examples only - student's own answers.
a) nicer b) faster c) beautiful d) taller
e) cold f) small
- C1 a) large, larger b) big, bigger
c) tall, taller d) thin, thinner
e) happy, happier f) kind, kinder
g) frail, frailer h) fresh, fresher
i) straight, straighter j) tiny, tinier

Page 30 - Superlative Adjectives

- A1 a) lower, lowest b) sharper, sharpest
c) colder, coldest d) higher, highest
e) faster, fastest f) cleverer, cleverest
g) stronger, strongest h) tastier, tastiest
i) sweeter, sweetest j) weaker, weakest
- B1 a) most beautiful b) most handsome
c) most industrious d) most feeble (or feeblest)
e) most violent f) most prosperous
g) most cunning h) most famous
i) most hideous
- C1 a) superlative
b) comparative
c) comparative
d) comparative
e) superlative
f) superlative
g) superlative
h) comparative
i) comparative

